**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: 2** | | | **Date(s)**: |
| **Unit Title:**   |  | | --- | | Unit 1 - Understand Place Value (Hundreds, Tens, Ones) | | | | | **Corresponding Unit Task: Task 1**  Take an inventory of the school supply store by determining how many items are leftover from last year. Use skip counting to help you find the total number of each item. | | |
| **Essential Question(s):**  How do I compose numbers up to 1,000?  How do you know the value of a number?  **How do patterns help me skip count?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Vocabulary card: ‘skip count’ | | **Student:**  4-5 jump ropes (one for each small group)  Minute timer | | | skip count | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **2.NBT.2**  **Count within a 1,000; skip count by 5’s, 10’s, and 100’s** | | | | | |
| **I Can Statement(s):**  **I can skip count by 5’s, 10’s and 100’s starting at a given number.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  When I exercise/go to the gym the trainers have me keep track of each exercise by counting. That way I don’t do to many...or try to skip a few and not do enough. We are going to use that same idea while we do our ‘counting exercises’ today, and then if you do a GREAT job you can practice with your small group using the jump ropes! | | | | | |
| **Teacher Directed:**  **Directly teach vocabulary “skip counting”. Ask students if they did any skip counting in first grade. Allow students to share experiences.**  **Direct students to stand in place. Lead “Count by 10 Jumping Jacks”, followed by “Stretching by 5’s”, “Dancing 2’s”, Introduce “100 Hops”. Do the counting for students encouraging those who can to join along.** | | | | | |
| **Guided Practice:**  **Lead “Count by 10 Jumping Jacks”, followed by “Stretching by 5’s” Introduce “100 Hops”. Do the counting for students encouraging those who can to join along.** | | | | | |
| **Independent Practice:**  **Give each small group a jump rope. Assign roles. 1. A jumper, 2. Timer (each jumper can go for a maximum of 1 minute) 3. Counter/s (this can be the job of remaining student/s and/or all students not jumping). Rotate jobs so that each student has a chance to jump and count.** | | | | | |
| **Closing/Summarizing Strategy:**  **Bring students back together. Remind them that while skip counting on its own is fun, we will be using these counting strategies to help the PTA take inventory of the school store. We will need to be good at skip counting and counting on in order to count the large quantities of pencils, erasers, paper and other school supplies they have.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| |  | | --- | | Skip count by numbers other than 2’s, 5’s and 10’s.  Skip count from a given number – such as count by 5’s starting at 10 | | | | |  | | --- | | Have pictures or materials for students to manipulate when counting. (Base 10 blocks, hundred chart)  Count with a partner | | | | |  | | --- | | Display and pre-teach vocabulary cards with today’s vocabulary. | |
| **Assessment(s):**  Teacher observation and note taking during Independent Practice. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |